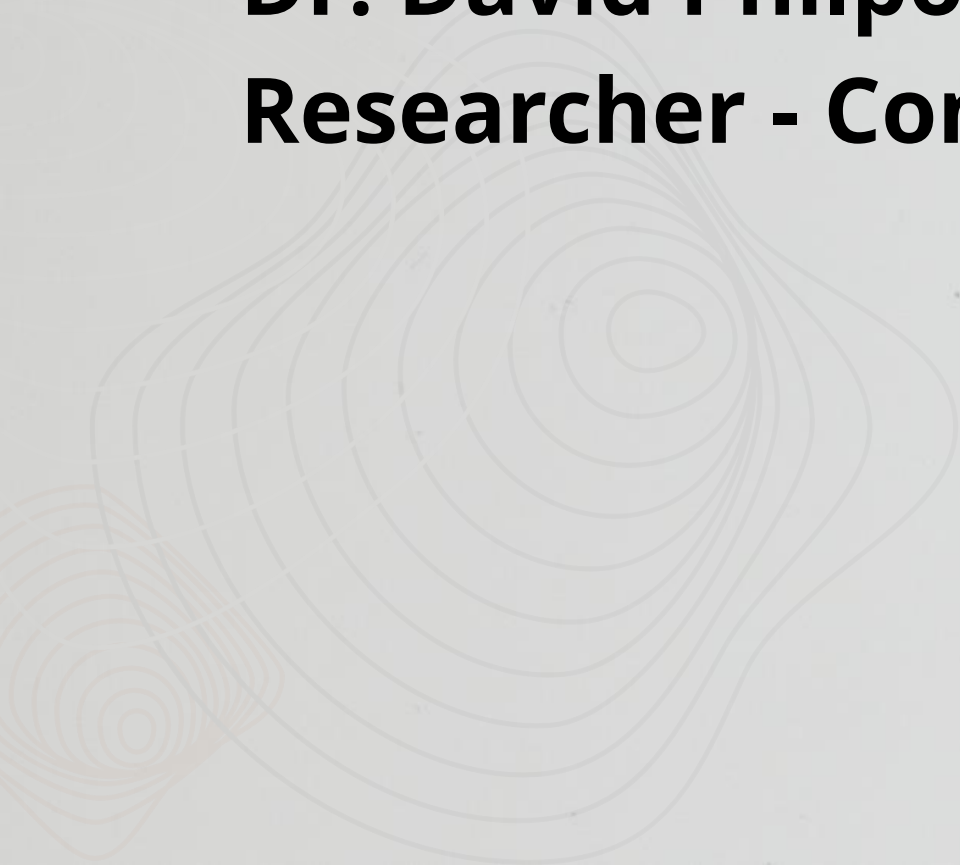




PANEL THREE: POLICY RESEARCH INFORMING BEST PRACTICE?

Dr. David Philpott

Researcher - Consultant - Advocate





INCLUSION – WHAT WE ALREADY KNOW

LIMITED **ACCESS:**

- ☑ Infants
- ☑ New Canadians
- ☑ Complex needs
- ☑ Economically marginalized

LIMITED **MEANINGFUL PARTICIPATION ACCESS:**

- ☑ Behaviours
- ☑ Neurodiverse
- ☑ Indigenous, especially off-reserve

Expansion alone will not address these issues



FIVE TENETS OF INCLUSION

Continuum of Inclusion

**Appropriate and aligned
resources (material and
human)**

Training

Collaborations

**Data collection and
monitoring**



A CONTINUUM OF INCLUSION

- Policy
- Multi-tiered System of Supports (MTSS)
- Language
- Regulation
- Pedagogy, curriculum, professional development



2. Appropriate and aligned resources

- **Inclusion toolboxes that link with primary**
- **Streamlined staff**

3. Training

- **Pre & In-service**
- **Shared PD with K-12**
- **Discomfort & perception**



4. Collaborations

- **Interdisciplinary**
- **Interdepartmental**
- **Community stakeholders**
- **Families**

5. Data collection and monitoring

- **Enrollment, attendance & supports**
- **Proportionality**



WHAT IS IN IT FOR K-12 EDUCATORS

THE PRE-EMPTIVE NATURE OF ECE

- ☑ Lowering Spec Ed
- ☑ Language
- ☑ Behavioural regulation
- ☑ Academic boosts

LESSENING THE INTENSITY OF SUPPORTS

- ☑ Earlier intervention, especially behavior and neurodiverse
- ☑ Family relationships established



THANK YOU



Dr. David Philpott
Researcher - Consultant - Advocate
www.davidphilpott.ca
david@davidphilpott.ca